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Convention on the Elimination of All Forms of Discrimination against Women

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Committee on the Elimination of Discrimination against Women
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Item 6 of the provisional agenda*
Implementation of articles 21 and 22 of the Convention

Reports by specialized agencies on the implementation of the Convention in areas falling within the scope of their activities

Report of the United Nations Educational, Scientific and Cultural Organization (UNESCO)

Summary

In accordance with article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, the specialized agencies of the United Nations system have been invited to submit to the Committee on the Elimination of Discrimination against Women reports on the implementation of the Convention in areas falling within the scope of their activities. The present report contains information on the measures taken by the United Nations Educational, Scientific and Cultural Organization to implement the provisions of the Convention in the countries whose national reports will be considered by the Committee at its sixty-ninth session.

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I. Introduction

1. At its sixty-ninth session, the Committee on the Elimination of Discrimination against Women will examine the national reports of the following countries: Chile, Fiji, Luxembourg, Malaysia, Marshall Islands, Republic of Korea, Saudi Arabia and Suriname.

2. As a specialized agency of the United Nations, the United Nations Educational, Scientific and Cultural Organization (UNESCO) contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, and communication and information. Gender equality is a global priority for the period 2014–2021 and is being pursued through a two-pronged approach: gender-specific programming and the mainstreaming of gender equality perspectives in all the fields of competence of UNESCO.

3. Within the United Nations system, UNESCO has a major role to play in and responsibility for the implementation of the Convention on the Elimination of All Forms of Discrimination against Women. Article 10 of the Convention provides that States parties are to take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education. The right to education is at the heart of the mission of UNESCO and represents an integral part of its constitutional mandate.

4. Efforts by UNESCO to promote women's empowerment and rights and gender equality are guided by its medium-term strategy for 2014–2021, its biennial and quadrennial programme and budget documents, its organization-wide Priority Gender Equality Action Plan for 2014–2021, the Convention and the Beijing Platform for Action, as well as resolutions and international and regional instruments relevant to its areas of action.

5. The commitment by UNESCO to pursuing the priority of gender equality is facilitated by the Division for Gender Equality in the Office of the Director General. As the UNESCO focal point for gender equality, the Division provides policy guidance and recommendations to the senior management and programme sectors for mainstreaming gender equality considerations into UNESCO policies, strategies and programmes; carries out capacity-building; monitors gender parity and work-life balance within the secretariat and develops and establishes partnerships with other United Nations bodies, regional bodies, intergovernmental organizations, non-governmental organizations, private foundations and private sector partners that support women's empowerment and gender equality initiatives.

II. Measures taken by UNESCO to implement the provisions of the Convention in the countries to be considered at the 69th session

Chile

6. Chile has been a party to the UNESCO Convention against Discrimination in Education (1960) since 26 October 1971. The country reported to the eighth consultation of member States on the implementation of the Convention and the UNESCO recommendation against discrimination in education (1960). With regard to the right to education free of charge, the country reported that it had provided additional funds to schools serving disadvantaged children, on the condition that the

schools signed an agreement with the State on strengthening quality and equity in them. It had also provided flexible educational pathways that took into account that adult learners might have to combine study with work or other responsibilities in order to complete primary and secondary education. It had held a national council with representatives of indigenous communities with a view to improving study programmes in primary (elementary) schools conducted in the indigenous language, in the context of the right of members of national minorities to carry out their own educational activities, including the maintenance of schools and the use or teaching of their own languages. With regard to gender parity, Chile reported that, although the degree of access to education was already similar, strategies had been implemented to ensure equal educational opportunities for both sexes. In particular, a gender equity system had been established in 2002 within management improvement programmes. Under the system, annual targets were set to overcome educational gaps between the sexes. The targets were reflected in a variety of measures and programmes for gender mainstreaming.

7. Under article 19 (2) and (3) of the Constitution, all persons are guaranteed equality before the law and equal protection under the law in the exercise of their rights.

8. Article 19 (10) of the Constitution guarantees the right to education. According to this provision, the objective of education is the complete development of the individual in the various stages of life. Parents have the right and duty to educate their children and the State is to provide special protection for the exercise of that right. Primary education is compulsory; to that effect, the State must finance a system that is free of charge and designed to ensure access thereto by the entire population. It is also the duty of the State to promote the development of education at all levels, encourage scientific and technological research and artistic creation, and protect and increase the country's cultural heritage. It is the duty of the community to contribute to the development and improvement of education. Under paragraph 11 of this article, freedom of teaching includes the right to open, organize and maintain educational establishments. Freedom of education has no other limitations but those imposed by morals, good customs, public order and national security. Officially recognized education cannot be directed towards propagating any type of political-partisan tendency. Parents have the right to choose an educational establishment for their children. A constitutional organic law establishes the minimum requirements for each of the levels of primary and secondary education, provides for the objective norms of general application that will enable the State to monitor compliance with those requirements and establishes the requirements for obtaining official recognition of educational establishments at all levels.

9. Preschool education is available to children aged from 3 months to 6 years free of charge and is non-compulsory. Primary and secondary education is available at private and public schools. Primary and secondary education has a total duration of 12 years and is compulsory for all pupils from the age of 6 years.

10. Primary education is offered at three kinds of school: *liceo*, *colegio* or *instituto*. The study programme has a duration of eight years and is compulsory for pupils aged from 6 to 13 years inclusive. It is divided into two four-year cycles, comprising grades 1 to 4, for pupils aged from 6 to 10 years, and grades 5 to 8, for pupils aged from 10 to 14 years.

11. Secondary education is offered at the same establishments, is intended for pupils aged from 14 to 18 years and lasts four years, divided into two 2-year cycles. Upon completion of secondary school, pupils receive a graduation certificate that provides

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access to higher education. Admission to university is generally also subject to a compulsory entrance examination.

12. Higher education institutions offer programmes containing elements of both higher professional and academic education. There are three types of post-secondary institution: universities, professional institutes and technical training centres. Technical training centres and professional institutes offer vocational education programmes. Students must have graduated from a secondary school to qualify for admission. The programmes run from two to three years and require at least 1,600 hours of study. Upon completion of the programme, students receive an advanced technician diploma, which offers access to the labour market and advanced higher education programmes. In some cases, students may also qualify for exemptions on the basis of the diploma. Universities may offer programmes at all levels, and have the exclusive right to award bachelor's and master's degrees and doctorates. Universities also have the exclusive right to award qualifications for legally protected professions, which require prior education in the form of an academic degree.

13. The goal of the inclusive education systems project, run by the UNESCO office in Santiago, is to contribute to the efficient implementation of the right to obtain access to, take part in and complete one's education without discrimination on any basis, including gender. Under the project, numerous capacity-building activities, encompassing government decision-making factors in education, were carried out.

14. Another project, a mechanism designed to help low-income students to achieve a place in higher education, is led by the University of Santiago de Chile, with the technical support of UNESCO. Some 16 Chilean universities have subscribed to the initiative to support vulnerable pupils in their final year in secondary school and focus on strengthening their academic skills. After finishing secondary school, students in the programme are accepted at those universities to pursue a career of their choice and receive systematic, special academic support during the first two years of their studies. All of them receive fellowships. The project serves to even the playing field for disadvantaged students, so that they might use their potential and complete their higher education. The programme, which has been in place for more than six years, demonstrates that the students who receive programme support are excellent and almost never drop out of university.

Fiji

15. Fiji is not a party to the Convention and did not report to the eighth consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

16. Article 31 of the Constitution stipulates that every person has the right to early childhood, primary and secondary and further education, and that the State must take reasonable measures within its available resources to achieve the progressive realization of that right and the right to education for persons who were unable to complete their primary and secondary education.

17. Under article 26 of the Constitution, every person is equal before the law and has the right to equal protection, treatment and benefit of the law. Equality includes the full and equal enjoyment of all rights and freedoms recognized in the Constitution or any other written law. People must not be unfairly discriminated against, directly or indirectly on the grounds of their actual or supposed personal characteristics or circumstances, including race, culture, ethnic or social origin, colour, place of origin, sex, gender, sexual orientation, gender identity and expression, birth, primary

language, economic or social or health status, disability, age, religion, conscience, marital status or pregnancy, or opinions or beliefs, except to the extent that those opinions or beliefs involve harm to others or the diminution of the rights or freedoms of others, or on any other ground prohibited by the Constitution. Treating one person differently from another on any of the grounds prescribed under the Constitution is discrimination, unless it can be established that the difference in treatment is not unfair in the circumstances.

18. The Compulsory Education Regulations of 1997 and subsequent Orders of 1997, 1998, 1999 and 2000 (issued for the completion of compulsory education in different districts) provide for the gradual achievement of compulsory education for children aged from 6 to 15 years. Attendance at school in grade 1 is compulsory for all children turning 6 years old by 30 June of any year. Children are required to remain at school until they have completed grade 8 or the end of the year in which they become 15 years of age. It has been observed that the minimum age for the completion of compulsory education varies throughout Fiji between 12 and 15 years.

19. The Education Act of 1978 stipulates that the Minister of Education may, by order and with the consent of Parliament, specify any area or areas of Fiji in which all children of such age or ages as may be specified in such an order shall be required to attend a school. The Minister may make regulations to ensure that every child of the age specified in such an order shall receive education in a school.

20. According to the National Curriculum Framework of 2007, school education in Fiji will support the learning and development of positive attitudes in all children and pupils and empower them with a firm foundation of knowledge, skills and values to maximize their potential to meet the challenges of living in a dynamic Fiji and in the global society.

21. Primary education (grades 1 to 6) is compulsory and the entry age is 6 years. The first two years (grades 1 and 2) cover early primary education. Grades 7 and 8 (or forms 1 and 2) are considered to be intermediate, covering two years of senior primary school or forms 1 and 2 of junior secondary school. Secondary school comprises forms 1 to 6 (or 7) or forms 3 to 6 (or 7). Junior secondary schools offer forms 1 to 4. After the successful completion of form 6, pupils may either continue in secondary school in form 7 or pursue a foundation-level course at a university. Technical and vocational education is offered in secondary schools in the form of technical or vocational subjects. Higher education is offered in three universities, including the University of the South Pacific, colleges and other higher education institutions. A wide range of one-year certificate qualifications in vocational fields (including teacher education) is offered. Programmes leading to a higher education diploma normally take two years to complete. A bachelor's degree typically requires three years of study. A postgraduate certificate or diploma normally takes one year to complete; master's degree programmes last two years. The minimum duration of a doctoral degree programme is three years of full-time or four years of part-time study.

22. The project on strengthening the capacity of teachers and principals in the Pacific is aimed at strengthening national capacity, including through regional cooperation, to develop and implement teacher policies and strategies that enhance the quality of education and promote gender equality. To that end, national consultations were held with the Ministries of Education of Fiji, Samoa and Solomon Islands and selected principals to determine appropriate standards for individual countries using the Pacific Professional Standards for School Principals as a guideline. That initial workshop was followed by a capacity development workshop to provide the participants with detailed information on how to use the standards to

guide and analyse the performance of principals and develop programmes to meet specific needs. Key results of the project included greater awareness on the part of education leaders and personnel and school principals of the importance of managing and leading schools so that they not only have a positive impact on student achievement but also promote gender equality, and the increased capacity of education personnel and principals to implement and analyse standards that will have a positive impact on school leadership and consequently lead to student achievement and gender equality.

23. Phase II of the UNESCO project in Fiji on safeguarding intangible cultural heritage is an example of a gender-responsive approach in capacity-building activities in this area. The project aimed to ensure the viability of the intangible cultural heritage in the country's territories and strengthen relations within and between communities, through the effective implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. Project activities were aimed at reinforcing the capacities of key stakeholders and strengthening the policy, legal and institutional frameworks for safeguarding intangible cultural heritage in Fiji. Activities included implementation workshops; community-based workshops to develop inventory strategies; workshops to formulate measures, particularly for elements in urgent need of safeguarding, using a set of newly developed training materials on safeguarding plans and gender-responsive approaches to be integrated into all capacity-building activities; practical field inventory activities; a workshop for developing nominations under the Convention and requests for international assistance; and policy mission and policy consultation meetings.

24. The UNESCO project regarding education for sustainable development in the Pacific island countries is another example of the integration of gender equality considerations. Its aim was to support the implementation of national priority projects on education for sustainable development in Fiji, Niue, Palau and Tuvalu. In Fiji, a resource book of traditional knowledge on climate change and disaster risk management was produced. Wherever possible, attempts were made to ensure gender balance among facilitators, participants and project team members. All materials and resources developed through the project were gender sensitive. Themes on gender equality were also promoted in curriculum activities.

Luxembourg

25. Luxembourg has been a party to the Convention since 20 January 1970 and reported to the eighth consultation of member States on the implementation of the Convention and the recommendation against discrimination in education. It reported that it had launched educational initiatives targeting its immigrant population, most of which related to language programmes and aimed to facilitate the integration of immigrants into society. In terms of continuing education and given the importance of formal qualifications, it reported that it had institutionalized a pathway for adults to complete primary and secondary education.

26. Under article 10bis of the Constitution, all people of Luxembourg are equal before the law. Article 11 stipulates that women and men are equal in rights and duties. The State works actively to promote the elimination of impediments that may exist in matters of equality between women and men.

27. Article 23 stipulates that the State is to ensure the organization of primary education that is compulsory and free of charge, and to which access must be guaranteed for every person living in the country.

28. The Act of 6 February 2009 on compulsory schooling stipulates that every child living in Luxembourg who has reached the age of 4 years on 1 September must attend school. All children of compulsory school age must be enrolled at a school, whatever the status of their parents. No child may be refused, regardless of race, gender, language and religion.

29. Article 3 of the Act further provides that schooling is to promote children's development, creativity and confidence in their own abilities. It is to enable them to acquire an all-round education and prepare them for working life and their responsibilities as citizens in a democratic society. It must teach children ethical values based on the Universal Declaration of Human Rights and encourage them to observe equality between girls and boys. It constitutes the basis of lifelong learning.

30. Schooling is compulsory between the ages of 4 and 16 years. Compulsory schooling comprises 11 years of full-time attendance (two years of pre-school education plus nine years in primary and secondary education). Basic education covers the first nine years of schooling; it is divided into four learning cycles: the first cycle is for children aged from 4 to 5 years. An optional initial year of early childhood education is available from the age of 3 years. The second cycle is for children aged from 6 to 7 years. The third cycle is for children aged from 8 to 9 years. The fourth cycle is for children aged from 10 to 11 years. Post-primary education, depending on the type chosen, lasts six or seven years. There are two types of secondary education: general secondary education preparing pupils, above all, for higher studies and technical secondary education, directed mainly towards working life. University education is focused on the University of Luxembourg, which comprises three faculties. A number of foreign universities have a campus in the country and encourage exchanges of students from different cultures and nationalities. Higher education is available at technical secondary schools, covering three main areas: business and management, the arts and health care.

31. To contribute to the objectives set out in the national gender equality action plan, the Ministry of Education and Vocational Training actively helps to promote diversification of educational and occupational choices with its "Girl's Day — Boy's Day" project. The project gives pupils in general and technical secondary education, especially in the younger classes, an opportunity to find out about an occupation traditionally associated with the opposite sex.

Malaysia

32. Malaysia has been a party to the Convention since 2007, but did not report to the eighth consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

33. Article 8 of the Constitution stipulates that all persons are equal before the law and entitled to the equal protection of the law. Except where expressly authorized under the Constitution, there is to be no discrimination against citizens on the grounds only of religion, race, descent, place of birth or gender in any law or in the appointment to any office or employment under a public authority or in the administration of any law relating to the acquisition, holding or disposition of property or the establishing or carrying on of any trade, business, profession, vocation or employment.

34. Article 12 of the Constitution specifically guarantees the principle of non-discrimination in education. It stipulates that there is to be no discrimination against any citizen on the grounds only of religion, race, descent or place of birth in

the administration of any educational institution maintained by a public authority, and, in particular, the admission of pupils or students or the payment of fees or in providing out of the funds of a public authority financial aid for the maintenance or education of pupils or students in any educational institution (whether or not maintained by a public authority and whether within or outside the Federation).

35. According to the Education Act of 1996, education in Malaysia "is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the family, the society and the nation at large".

36. Education at the primary level is free and, under the Education (Amendment) Act of 2002, compulsory. Primary education covers a period of six years (but it can be completed in five to seven years) and admission is at 6 years of age. It is divided into two three-year phases. Secondary education is provided free in public schools and consists of two cycles: lower secondary lasts three years; upper secondary lasts two years and is offered in academic, technical-vocational and religious (Islamic) schools. Post-secondary education programmes lasting one year prepare students for the Malaysian Higher Secondary School Certificate (equivalent to completion of grade 13 or sixth form). Examinations, including for matriculation, are conducted by some local universities. Higher education institutions include community and university colleges, polytechnics and universities. Vocational or professional programmes lasting one or two years lead to the award of a certificate; programmes leading to the award of a diploma last two to three years. At the university level, bachelor's degree programmes last three to four years. After the bachelor's degree, an additional one or two years are required for a master's degree or an advanced or specialist diploma. The minimum duration of doctoral degree programmes is three years.

Marshall Islands

37. The Marshall Islands is not a party to the Convention and did not report to the eighth consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

38. Under article 2, section 12, of the Constitution, all persons are equal under the law and are entitled to the equal protection of the laws. No law and no executive or judicial action is to, either expressly, or in its practical application, discriminate against any persons on the basis of gender, race, colour, language, religion, political or other opinion, national or social origin, place of birth, family status or descent.

39. Article 2, section 15, guarantees the right to education by stipulating that the Government recognizes the right of the people to health care, education and legal services and the obligation to take every step reasonable and necessary to provide those services.

40. Section 313 of the Public School Systems Act of 2013 stipulates that the goal of the public school system is to: provide a thorough and efficient system of education to all children, regardless of socioeconomic status, disabilities or geographical location, and the educational opportunity that will prepare them to develop into self-

reliant individuals and to function socially, politically and economically in the society; and to encourage citizen involvement in educational matters by providing for schools that guarantee and support local participation consistent with the goal of a thorough and efficient system of education.

41. Primary education is from grades 1 to 8, with an admission age of 6 years. The Ministry of Education conducts a test for all pupils of grade 8 and admits them to public high schools based on their performance and the capacity of the secondary school system. Secondary education is from grades 9 to 12. Schooling for all children from the age of 5 to 18 years is compulsory and provided free of charge by the public primary and secondary schools. A substantial number of children also attend private schools, which receive a partial subsidy from the Government based on enrolment. Although secondary education is compulsory, there is insufficient physical capacity for all grade 8 graduates at the high schools. Alternative programmes for out-of-school young people between 16 and 24 years of age are also insufficient to meet demand. Some vocational education programmes are run in public high schools but they are scattered and ill-defined. Post-secondary schooling mainly occurs through the College of the Marshall Islands and the University of the South Pacific. A small percentage of students is able to obtain access to colleges and universities abroad through the national scholarship programme. The College of the Marshall Islands provides a two-year associate's degree in a variety of subjects and is the main training centre for teachers in the Marshall Islands.

Republic of Korea

42. Although not a party to the Convention, the Republic of Korea reported to the eighth consultation of member States on the implementation of the Convention and recommendation against discrimination in education.

43. Article 11 of the Constitution proclaims that all citizens are equal before the law and that there is to be no discrimination in political, economic, societal or cultural life on the grounds of sex, religion or social status.

44. Under article 31 of the Constitution, all citizens have the right to receive an education according to their level of ability. Primary education is compulsory for all children and free of charge. The independence, professionalism and political impartiality of education and autonomy of institutions of higher education must be guaranteed in law. Matters relating to the education system, including school and lifelong education, administration, finance and the status of teachers, must be regulated by law.

45. Under the ideal of *hongik-ingan* (contributing to the overall benefit of humankind — the founding spirit of the first kingdom in Korean history), the objectives of the country's education system are to assist all in perfecting their individual character and developing their ability to achieve an independent life as democratic citizens, so as to participate in building a democratic State and promote the prosperity of all humankind.

46. Preschool education (kindergarten) is not compulsory but is provided for children aged from 3 to 5 years. It promotes the development of well-rounded children, mostly through experience and activity-based, integrated education. Free and compulsory primary education starts at the age of 6 and lasts six years. Secondary education comprises lower and upper (or middle and high school) phases. Lower secondary education is compulsory and partly free: only pupils in rural areas and those specified under the Special Education Promotion Act may receive the full

benefit of free education. Lower secondary education lasts three years and is intended for pupils aged 12 to 15 years. Upon successful completion of the programme, they receive the junior high school diploma.

47. Access to upper secondary education depends on the results of a competitive entrance examination. There are general academic and vocational high schools. Vocational high schools offer specialized programmes in agriculture, commerce, fisheries, industry, home economics and technology. Comprehensive schools, which are a type of vocational school, offer both general and vocational programmes. Furthermore, special high schools have been established for the arts, foreign languages, physical education and science. They have a separate selection process for admitting pupils. So-called civic and miscellaneous schools cater to pupils who, for whatever reason, are unable to enter mainstream schools. Pupils who complete their upper secondary education successfully are awarded the high school or vocational high school certificate. Those who wish to enter higher education must sit an entrance examination.

48. Higher education is offered at: universities (industrial, teacher-training, broadcast and correspondence, and cyber universities); colleges (junior, cyber, technical and graduate-school colleges); and research and other higher education institutions. Universities offer four-year programmes leading to the award of a bachelor's degree (six years in the case of medicine, oriental medicine, dentistry and veterinary medicine). If successful in the entrance examination, holders of a bachelor's degree may enrol in master's programmes, which normally take two years to complete. Doctoral degree programmes require at least three years of study and research.

Saudi Arabia

49. Saudi Arabia has been a party to the Convention since 17 August 1973, but did not report to the eighth consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

50. The general goals of education in Saudi Arabia are to: have students understand Islam correctly and comprehensively; plant and spread the Islamic creed; provide students with the values, teachings and ideals of Islam, equip them with skills and knowledge and develop their conduct in constructive directions; develop society economically and culturally; and prepare the individual to be a useful member in the building of his/her community.

51. Article 233 of the country's education policy document states that all types of education at all stages shall be free and that the State shall not charge tuition fees. A decision was taken in 2004 to enforce compulsory primary education.

52. Primary education starts at the age of 6 and lasts six years. Schools are not co-educational. Pupils who pass the grade 6 examination receive a primary education certificate and qualify for admission to intermediate school, which lasts three years (grades 7 to 9).

53. Secondary education is the final stage of general education and lasts three years (grades 10 to 12). All students in regular secondary schools study a general curriculum during the first year and can choose for the remaining two years one of the following tracks: administration and social sciences; natural sciences; or sharia and Arabic studies. Technical and vocational education is provided at technical secondary institutes. Training programmes in the fields of industry, commerce and agriculture normally last three years.

54. Universities, colleges and other higher education institutions offer a range of programmes and specialties in several fields. Colleges of technology offer post-secondary training programmes leading to the award of a diploma (two years) or bachelor of science (three years). The duration of undergraduate programmes leading to a bachelor's degree is normally four years (five years in the case of agriculture, architecture, pharmacy and veterinary science; five to six years in the case of dentistry; six years in the case of medicine and law). At the postgraduate level, the duration of programmes leading to a higher diploma in education or a certificate of qualification (for teaching) is typically one year. Master's degree programmes take two years to complete, and the duration of programmes leading to a doctoral degree is at least three years.

Suriname

55. Suriname is not a party to the Convention and did not report to the eighth consultation of member States on the implementation of the Convention and recommendation against discrimination in education.

56. Article 8 of the Constitution guarantees an equal claim to protection of person and property to all who are within the territory of Suriname and stipulates that no-one is to be discriminated against on the grounds of birth, sex, race, language, religious origin, education, political beliefs, economic position or any other status.

57. Article 37 of the Constitution stipulates that young people are to enjoy special protection for the enjoyment of economic, social and cultural rights, including: access to education, culture and work; vocational schooling; and physical training, sports and recreation. The primary goal of youth policy in the country is to develop the young person's personality and the concept of service to the community. Under article 39, the State recognizes and guarantees the right of all citizens to education and is to offer them equal opportunity for schooling. The State is obliged to guarantee access to compulsory, general primary education free of charge; ensure sustainable education and end illiteracy; enable all citizens to attain the highest levels of education, scientific research and artistic creation in accordance with their capabilities; provide, in phases, free education on all levels; and tune education to the productive and social needs of the society.

58. Preschool education is considered a part of early childhood development. Children go to preschool for two years from the age of 4 years, preparing them for primary school. Primary education lasts six years, from the age of 6 to 12 years, and is compulsory from the age of 7 years.

59. Secondary education is divided into junior and senior levels. The former comprises one general course, which offers possibilities for further study, whether or not after an entrance examination for the senior level. The senior level comprises two general education courses and some vocational courses. Pre-university education prepares students for admission to university. Higher general secondary education prepares pupils for higher vocation education.

60. Institutions for higher education include: the Anton de Kom University of Suriname, the Institute for Advanced Teacher Training, Youth Dental Care, the Foundation for Central Training for Nursing and Related Professions, the Academy for Higher Arts and Culture Education, the Polytechnic College, the Teacher Training for Professional Education. The duration of higher education programmes varies from three to seven years, depending on the faculty or discipline and the type of degree.

61. The "Rumas Diamonds" project, run under the auspices of the UNESCO Participation Programme, is an example of the successful mainstreaming of gender equality considerations into coaching activities for young people aged from 12 to 16 years at risk of leaving school prematurely. Twenty young boys and girls from the target group of youth at risk were selected to participate in the nine-month project. It consisted of training programmes, including an attitude basic training camp, study tutoring, career tutoring and other side activities, such as team-building sessions. During the attitude basic training camp, the participants were taught, in a gender-sensitive manner, about basic life skills, such as how to lead a healthy life, develop friendships based on trust, and identify violence and deal with its various forms, including gender-based violence and sexual violence.

Annex

Educational statistics for countries reporting to the Committee on the Elimination of Discrimination against Women at its sixty-ninth session: gross enrolment ratios and gender parity index

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, primary, gender parity index	Gross enrolment ratio, secondary		Gross enrolment ratio, secondary, gender parity index	Gross enrolment ratio, tertiary		Gross enrolment ratio, tertiary, gender parity index
		Female	Male		Female	Male		Female	Male	
Chile	2009	103.87156	109.54791	0.94818	95.5068	92.96117	1.02738	63.77863	60.02304	1.06257
	2010	101.56906	104.94595	0.96782	95.98867	93.20642	1.02985	72.3256	67.11356	1.07766
	2011	100.38916	103.94504	0.96579	95.32421	92.30778	1.03268	78.93524	71.30363	1.10703
	2012	99.96201	103.43003	0.96647	93.29898	89.70339	1.04008	84.40434	74.69309	1.13002
	2013	98.48472	101.83423	0.96711	101.27275	99.67538	1.01603	88.95982	78.90207	1.12747
	2014	98.85153	102.14465	0.96776	101.20643	99.63568	1.01576	92.27861	81.25271	1.1357
	2015	99.97243	103.25923	0.96817	101.33346	99.98725	1.01346	94.40453	83.04558	1.13678
	2016	..	..	..	..	..	..	..	..	..
Fiji	2009	104.2859	105.88744	0.98488	90.92522	83.08069	1.09442	..	..	..
	2010	..	..	..	..	..	..	..	..	..
	2011	104.87664	104.81124	1.00062	94.62182	87.43944	1.08214	..	..	..
	2012	105.41754	104.45176	1.00925	93.37299	84.25053	1.10828	..	..	..
	2013	106.12747	105.00582	1.01068	..	..	..	..	..	..
	2014	..	..	..	..	..	..	..	..	..
	2015	105.05963	105.99899	0.99114	..	..	..	..	..	..
	2016	..	..	..	..	..	..	..	..	..
Luxembourg	2009	..	..	..	..	..	..	..	..	..
	2010	98.12432	97.13885	1.01014	102.8764	99.88834	1.02991	19.23368	17.34201	1.10908
	2011	97.56597	95.6195	1.02036	102.60694	99.50714	1.03115	..	..	..
	2012	97.20474	96.89457	1.0032	102.00121	98.54305	1.03509	20.66315	18.20284	1.13516
	2013	96.85926	96.24755	1.00636	103.76792	101.13411	1.02604	..	..	..
	2014	97.33228	96.9397	1.00405	103.47549	101.11319	1.02336	..	..	..
	2015	..	..	..	..	..	..	..	..	..
	2016	..	..	..	..	..	..	..	..	..

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, primary, gender parity index	Gross enrolment ratio, secondary		Gross enrolment ratio, secondary, gender parity index	Gross enrolment ratio, tertiary		Gross enrolment ratio, tertiary, gender parity index
		Female	Male		Female	Male		Female	Male	
Malaysia	2009	100.53814	99.72382	1.00817	68.06288	63.20451	1.07687	40.93259	30.86989	1.32597
	2010	100.56764	99.68061	1.0089	69.34518	64.53853	1.07448	43.16461	31.42826	1.37343
	2011	101.18394	100.29821	1.00883	69.38491	63.80165	1.08751	40.82544	30.3156	1.34668
	2012	102.22376	101.546	1.00667	71.51388	67.81476	1.05455	41.79198	30.39025	1.37518
	2013	103.64519	103.16898	1.00462	72.21667	67.42498	1.07107	42.82873	30.49218	1.40458
	2014	102.90499	102.63519	1.00263	80.66549	75.01144	1.07538	33.16425	22.52182	1.47254
	2015	101.88031	101.70851	1.00169	80.67783	74.64254	1.08086	31.81442	20.83393	1.52705
	2016	..	..	..	..	..	..	..	..	..
Marshall Islands	2009	107.89965	107.42477	1.00442	104.39122	101.43578	1.02914	..	..	..
	2010	..	..	..	..	..	..	..	..	..
	2011	105.0474	105.73127	0.99353	..	..	..	..	..	..
	2012	..	..	..	..	..	..	..	..	..
	2013	..	..	..	..	..	..	41.19138	44.59016	0.92378
	2014	..	..	..	..	..	..	..	..	..
	2015	93.30524	93.48878	0.99804	80.42204	73.10494	1.10009	..	..	..
	2016	..	..	..	..	..	..	..	..	..
Republic of Korea	2009	101.09848	101.70147	0.99407	97.78965	98.88647	0.98891	80.91867	113.12231	0.71532
	2010	101.28358	102.50125	0.98812	95.55707	96.55044	0.98971	83.86655	113.5461	0.73861
	2011	101.92004	103.05543	0.98898	95.01038	96.3943	0.98564	84.22083	112.99333	0.74536
	2012	100.8059	101.89327	0.98933	95.53471	96.80602	0.98687	82.55724	110.15561	0.74946
	2013	98.5449	99.48504	0.99055	97.15388	98.25934	0.98875	81.27363	107.83712	0.75367
	2014	98.52827	99.38007	0.99143	97.95892	98.90848	0.9904	80.61352	106.34617	0.75803
	2015	98.68818	99.30984	0.99374	98.37687	99.3482	0.99022	80.22868	104.81919	0.7654
	2016	..	..	..	..	..	..	..	..	..
Saudi Arabia	2009	96.19024	98.41997	0.97734	89.44008	101.83135	0.87832	35.10984	27.10681	1.29524
	2010	99.08885	99.24733	0.9984	..	..	..	39.57034	33.65055	1.17592
	2011	99.9214	99.30834	1.00617	..	..	..	43.42338	39.3081	1.10469
	2012	103.27431	101.30805	1.01941	..	..	..	49.01034	48.13501	1.01818
	2013	106.98999	107.75039	0.99294	96.54688	118.65923	0.81365	53.53348	56.18383	0.95283

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, primary, gender parity index	Gross enrolment ratio, secondary		Gross enrolment ratio, secondary, gender parity index	Gross enrolment ratio, tertiary		Gross enrolment ratio, tertiary, gender parity index
		Female	Male		Female	Male		Female	Male	
	2014	108.25172	109.15823	0.9917	93.74676	122.58849	0.76473	59.85293	62.35065	0.95994
	2015	111.1315	107.90622	1.02989	..	..	..	61.77457	64.36178	0.9598
	2016	..	..	..	..	..	..	..	..	..
Suriname	2009	115.86121	120.98258	0.95767	83.21248	67.21127	1.23807	..	..	..
	2010	115.30143	121.5091	0.94891	89.18675	69.85048	1.27682	..	..	..
	2011	114.31046	120.29246	0.95027	89.06474	66.30225	1.34331	..	..	..
	2012	115.08386	121.80542	0.94482	89.76887	67.26235	1.33461	..	..	..
	2013	116.87858	121.24363	0.964	90.03272	68.26351	1.3189	..	..	..
	2014	118.27315	121.58317	0.97278	88.63712	66.59509	1.33099	..	..	..
	2015	121.36511	124.20214	0.97716	90.8831	71.68411	1.26783	..	..	..
	2016	..	..	..	..	..	..	..	..	..

Note: Two dots (..) indicate that data are not available or are not reported separately.